

2022 Annual Report

Waratah Public School



3377

Introduction

The Annual Report for 2022 is provided to the community of Waratah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Success for every student, every day.

Waratah Public School is a nurturing, inclusive environment with dedicated and passionate staff. Our supportive school setting enhances the wellbeing of all our students. Through high expectations we empower students to be confident, creative and critical thinkers. We value collaborative community relationships where teachers, families and students work in respectful partnership to achieve student growth and social and emotional success.

School context

Waratah Public School is a larger inner-city Newcastle school, located on traditional Awabakal Lands. The school serves the Waratah/Mayfield/Georgetown community and has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

Currently the school has an enrolment of 374 students and they are proud of and celebrate the diversity of cultures within the community. Approximately 16 per cent of students identify as having an Aboriginal background and 18 per cent identify with English as an additional language or dialect. Waratah Public School supports an Early Intervention program, has two inclusive support classes and an exemplary preschool.

The school works in close partnership with the Muloobinba Aboriginal Education Consultative Group which provides guidance on Aboriginal Education and has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students. A dynamic, cohesive Parents and Citizens group also works with the school to support all students and their families in their educational journey.

In developing the new School Improvement Plan, the School completed a situational analysis. This situational analysis was a thorough assessment of the schools current state;

- looking inward at qualitative and quantitative data - where we are at;
- looking outward - capturing whole school community views, considering baseline and system-negotiated targets;
- looking forward - to decommission, adapt or improve current high impact practices and initiatives.

Through the situational analysis, three strategic improvement areas were identified for inclusion in the four year School Improvement Plan:

Student growth and attainment - Reading & Numeracy. NAPLAN, school assessment and Check-in assessment analysis has identified focus areas of vocabulary, comprehension, number and measurement. Whole school improvement of student growth in Reading and Numeracy will be underpinned by research based approaches in "What Works Best 2020 update" from CESE. This will include embedding consistent school wide practices in assessment and syllabus implementation

Consistent research based approach to teaching, learning and professional development - Development of improved foundational practices for syllabus delivery, use of evidence based pedagogy, high quality professional learning, feedback and data informed teaching will be used to support a quality learning environment.

Engagement, Wellbeing and Belonging - A research informed approach to managing and supporting mental health and wellbeing as well as increasing overall student attendance will be a continual focus.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To increase student achievement in Numeracy and Reading through embedding consistent school wide practices in assessment and syllabus implementation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$15,000.00

Literacy and numeracy: \$10,200.00

Summary of progress

READING: All school resources for K-2 have been updated and meet the requirements of the new curriculum reform. Staff engaged in professional learning to utilise these resources in preparation for 2023 implementation. Professional learning around handwriting has been undertaken. Whole school knowledge and understanding realized small adjustments in teaching and learning has had a positive impact on improving quality of student work and their fine motor stamina to complete work. In 2023, we will engage with the 3-6 curriculum reform and utilise what has been learnt from the K-2 implementation to spear-head implementation of new resources, units of work and programming.

NUMERACY: Staff engaged in professional learning around curriculum reform throughout the year. Kindergarten to year 2 teachers commenced preparation for the implementation of new curriculum and units of work. Resources were reviewed along with the effectiveness of storage systems to support the effective teaching of mathematics with the new curriculum. New resources will be purchased in 2023 to support the new units for K-2 and in preparation for the years 3-6 units that will be implemented in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Top 2 bands Reading (NAPLAN) increase of 7%• Top 3 bands Reading (NAPLAN - Aboriginal and Torres Strait Islander) increase of 7.8%	2022 NAPLAN data indicates 51.76% of students achieved in the top two skill bands for reading. This indicates the school exceeded the system negotiated target. There was a planned increase of 7% on 2021. The actual increase was 8.1% which is 6.7% above the agreed upper bound target. 2022 NAPLAN data indicates 50% of Aboriginal students achieved in the top three skill bands for reading indicating a result of 13% higher than the upper system negotiated target.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Top 2 bands Numeracy (NAPLAN) increase of 8.4%• Top 3 bands Numeracy (NAPLAN - Aboriginal and Torres Strait Islander) increase of 5.6%	2022 NAPLAN data indicates 25% of students achieved in the top two skill bands for numeracy. This indicates the school met the agreed lower bound negotiated target. However did not achieve the planned increase of 8.4% on 2021. 2022 NAPLAN data indicates 38.46% of Aboriginal students achieved in the top three skill bands for numeracy indicating a result of 1.46% higher than the upper system negotiated target. The increase of 5.6% on 2021 result was not achieved.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be trending toward the	As the 2022 year 5 students did not complete NAPLAN in 2020 no results are available to show expected growth.

<p>lower target:</p> <p>Reading: 58.2%</p>	
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading and Numeracy to be trending toward the lower target:</p> <p>Numeracy: 62.6%</p>	<p>As the 2022 year 5 students did not complete NAPLAN in 2020 no results are available to show expected growth.</p>

Strategic Direction 2: SD 2 - Research based practice

Purpose

To provide a consistent approach to teaching and learning P-6 we will implement research based pedagogy and quality learning programs through excellence in professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Development
- Whole school approach to teaching and learning

Resources allocated to this strategic direction

Professional learning: \$31,639.08

Socio-economic background: \$28,000.00

Summary of progress

Professional Development: Whole school professional learning was targeted at building staff capacity in new curriculum and meeting policy requirements around restrictive practice and inclusive, engaging, respectful schools policy. Aboriginal cultural immersion activities were undertaken with 'on country' experiences to understand perspectives from an Aboriginal viewpoint and promote commitment to embedding Aboriginal perspectives across all school activities. All staff built capacity in each of these areas which has been demonstrated in every day practice. Continued professional learning in these areas will be undertaken in future years as further elements are rolled out.

Whole school approach to teaching and learning: All staff engaged in familiarization of the new K-2 English and Mathematics syllabus through extensive professional learning and regular staff meetings. An in-depth review of scope and sequences and units of work for implementation in 2023 was undertaken. Resources supporting the new syllabus were purchased. Student progress continues to be mapped against national progressions for literacy and numeracy. Future steps will include supporting staff with teaching, assessing and reporting using new syllabus materials as well as streamline data collection and analysis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Survey data from the People matter survey will indicate an increasing trend of at least 2% on base line levels of staff satisfaction in the areas of: <ul style="list-style-type: none">• Availability of professional learning to support their needs to do their job well (3f).• Utilising professional learning to enhance practice with feedback to improve practice (3d).• Supportive, ongoing learning culture and cooperation between teams across the school (7c).	<ul style="list-style-type: none">• 92% of staff favorably identified they have received training and development to do their job well, an increase of 8% on 2021 data.• 92% of staff favorably identified they received feedback to support and improve their work, an increase of 12% on 2021 data• 100% of staff favorably identified supportive learning culture and cooperation between teams across the school, an increase of 29% on 2021 data.
Majority of teaching and learning programs show a direct correlation between advancements in teaching practice which lead to improved student results.	Internal measures indicate a majority of teachers are utilising formative assessment processes, PLAN2 data and collegial planning sessions to refine and adjust teaching and learning processes and planning in their classes.

Strategic Direction 3: SD 3 - Engagement, Wellbeing and Belonging

Purpose

In order to build student and staff wellbeing and engagement we will promote a safe school environment and increased sense of belonging.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing and Belonging

Resources allocated to this strategic direction

Socio-economic background: \$54,000.00

Aboriginal background: \$68,221.00

Per capita: \$50,000.00

Summary of progress

Attendance: Processes and procedures that target higher levels of student attendance continued to be a focus in 2022. The attendance team utilised multiple data sources to monitor, track and flag student attendance for individual case management and attendance improvement. Changes were made to improve positive written communication with families and students, congratulating and encouraging higher rates of attendance and greater self-awareness of attendance levels. Student attendance rates increased across all year groups toward the end of 2022.

Wellbeing and belonging: Student wellbeing and belonging have been a high priority this year. Additional staffing were engaged to support connections with First Nations People, culture and history. A focus was to strengthen connection with families and students to support strong student wellbeing, attendance and learning progress. Key activities included: high school transition, Yidaki group, dance group, cultural lessons, Aboriginal community connections, individual class support and wellbeing activities. Students and families identified improved sense of belonging and experienced satisfaction in seeing students being proudly engaged in cultural opportunities and events.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of system negotiated Attendance target: <ul style="list-style-type: none">• Proportion of students attending greater than 90% with uplift of 2% to 73.7%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 10.6%, however this figure was significantly affected by the public health orders in place due to the COVID19 pandemic
Achievement of system negotiated Wellbeing target: <ul style="list-style-type: none">• Increase the overall Tell Them From Me Wellbeing satisfaction level with uplift of 4.5% to 88.5%	<ul style="list-style-type: none">• Tell Them From Me data indicates 87% of students report a positive sense of wellbeing (Expectations for success, advocacy, students with positive relationships and sense of belonging at school).
Incremental Improvement of processes, practices and procedures as measured by the School Excellence Framework (SEF) from Sustaining and Growing to: <ul style="list-style-type: none">• Learning - Learning culture - High Expectations & Attendance - Excelling• Learning - Wellbeing - Excelling• Teaching - effective classroom practice - classroom management -	Current School Excellence Framework measures are: <ul style="list-style-type: none">• Learning - Learning culture - Sustaining and growing• Learning - Wellbeing - Sustaining and growing• Teaching - effective classroom practice - Sustaining and growing• Leading - Educational Leadership - Sustaining and growing

Excelling

- Leading - Educational Leadership - Excelling

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,063.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Implemented the welcome program</p> <p>After evaluation, the next steps to support our students will be: Maintain the resources developed to ensure they are up to date. Continue to support EALD students.</p>
<p>Integration funding support</p> <p>\$328,889.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waratah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students with additional needs have been supported by SLSO in the classroom and playground spaces.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student needs to ensure suitable level of support is available. Request a review of funding for students whose needs are unable to be sufficiently supported.</p>
<p>Socio-economic background</p> <p>\$137,033.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waratah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Whole school approach to teaching and learning • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Equitable provision of up to date resources</p> <p>After evaluation, the next steps to support our students will be: Continue to provide equitable access to appropriate resources to support all</p>

<p>Socio-economic background</p> <p>\$137,033.58</p>	<p>students</p>
<p>Aboriginal background</p> <p>\$81,128.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waratah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing and Belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: AP has been able to develop and foster home-school connections with families who have or are at risk of disengaging with school. Attendance data has shown significant increase in attendance rates, families are feeling more supported and have begun working with the school to support their children.</p> <p>After evaluation, the next steps to support our students will be: Continue to foster relationships with families and support them to engage with with external agencies for further supports for their children.</p>
<p>English language proficiency</p> <p>\$53,839.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waratah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EALD students were met at their educational point of need. Student progress under the four phases has been monitored and adjusted based on student progress</p> <p>After evaluation, the next steps to support our students will be: Continue to deliver small group and intensive learning opportunities to support students at their point of need. Continue to provide classroom teachers with support to build capacity to support EALD students and their needs</p>
<p>Low level adjustment for disability</p> <p>\$162,371.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Waratah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$162,371.49</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Provision of learning support for students who were identified as below expected levels, this resulted improved results in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students who require adjustments and interventions to learning. Engage in opportunities to support high potential students and provide opportunities for interventions, extension and support.</p>
<p>Professional learning</p> <p>\$31,639.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Waratah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Development • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engage with professional learning based on the High Impact Professional Learning elements <p>The allocation of this funding has resulted in the following impact: Staff have engaged in professional learning in a number of areas including literacy, numeracy, Aboriginal education, policy compliance and data use. This professional learning allows staff to help meet student need and improve results</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the High Impact Professional Learning elements to engage staff with group and individual learning opportunities.</p>
<p>Literacy and numeracy</p> <p>\$10,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waratah Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Tired and outdated resources were culled to enable us space to purchase and store reading resources that align to component A and component B of the new K-2 Syllabus.</p> <p>After evaluation, the next steps to support our students will be: To develop a clear vision and identification of what resources are required to support the effective implementation of the 3-6 syllabus</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$76,422.27</p>	<p>improve teacher quality and enhance professional practice at Waratah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Assistant Principal's have utilised the time to support and mentor their stage staff by completing the PDP cycle and additional supports required as the need arises.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in professional learning to ensure authentic engagement and implementation of K-2 and 3-6 syllabus. Utilise the APCI to offer additional supports to teaching staff as required.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Waratah Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning Support Intervention groups. <p>The allocation of this funding has resulted in the following impact: Students successfully completing Tier 2 intervention programs for reading and whole number.</p> <p>After evaluation, the next steps to support our students will be: Continue to track student attainment of Tier 1 interventions. Refer to Tier 2 intervention via learning support team process as required.</p>
<p>COVID ILSP</p> <p>\$127,046.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: All students involved in the COVID ILSP program have made progress. Progress for individual students was monitored through PLAN2</p> <p>After evaluation, the next steps to support our students will be: This program will continue in 2023 if funds are available for implementation</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	178	167	171	167
Girls	170	171	166	173

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	93.2	93.7	92.8
1	92.5	90.1	93.0	90.6
2	91.2	94.1	89.1	89.8
3	93.7	90.7	93.2	89.8
4	90.5	94.0	88.9	91.0
5	92.6	90.6	90.2	88.7
6	89.4	90.0	86.8	89.1
All Years	91.6	92.0	90.8	90.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.19
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	441,008
Revenue	5,260,694
Appropriation	5,070,330
Sale of Goods and Services	1,996
Grants and contributions	145,950
Investment income	4,226
Other revenue	38,191
Expenses	-5,203,224
Employee related	-4,681,088
Operating expenses	-522,135
Surplus / deficit for the year	57,470
Closing Balance	498,478

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	330,952
Equity Total	434,374
Equity - Aboriginal	81,129
Equity - Socio-economic	137,034
Equity - Language	53,840
Equity - Disability	162,371
Base Total	3,104,891
Base - Per Capita	91,607
Base - Location	0
Base - Other	3,013,285
Other Total	828,813
Grand Total	4,699,030

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, carers, students and teachers about various aspects of the school and its operations. Data has been captured from a number of sources including the Tell Them From Me survey. The following key results have been identified:

- Students have strongly identified they have positive relationships with friends at school (90%) who they trust and who encourage them to make positive choices. They identify that staff consistently provide them with encouragement and advice and are responsive to their needs. Students (89%) believe that they have positive behaviour at school and strive hard to succeed in their learning. They strongly assert that teachers set clear goals for their learning, have clear expectations and provide feedback that assists them. Students have noted very low levels of bullying type behaviours (9% less than the NSW state norm) and can identify people who can help and provide advice. Students have identified lower attitudes toward homework but highly value school and believe that it will help them into their future. In student open ended requests, air conditioning classrooms, recycling bins, better toilets and updated technology were identified as priorities for improvement. These requests have been reviewed and will be addressed in 2023.
- Parents strongly agree the school provides clear rules and that the school supports positive student behaviour. Parents and carers also strongly agree that they are kept informed about the behaviour of their children. Parents have identified their children feel safe at school and that they are encouraged to do their best. Parents have also identified that they feel welcome when they visit the school. In open ended questions about successful ways the school has supported their children and suggestions for improvement, parents and carers indicated they wanted a more uniform and streamlined way of communicating with teachers, they valued the support provided to students with additional needs but would like to see more resources in this area. These requests have been reviewed and will be addressed in 2023.
- Teachers strongly agree that the leadership team support them during stressful times and work together to create a safe and orderly environment across the school. Teachers have identified high levels of collaborative practice, especially in strategies that support student engagement, assessment and assisting students who have learning challenges. Teachers strongly identified they have very high expectations around student learning. They provide students with appropriate learning goals and deliver timely feedback to students which supports their ongoing learning. Teachers have identified high levels of data use that is used to drive their planning and lesson delivery which positively affects student outcomes. In open ended questions, staff identified professional learning directly improved student learning outcomes, especially through 8 ways pedagogy and embedding Aboriginal perspectives in teaching and learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.